



СЕКЦІЯ 1. ЗАГАЛЬНА ПСИХОЛОГІЯ; ПСИХОЛОГІЯ ОСОБИСТОСТІ

УДК 159.95

THE CONTENT OF THE WORK RELATED TO UPBRINGING OF VOLITION WITH PRIMARY SCHOOL PUPILS

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The article examines the nature of the work carried out on primary education volitional education of primary school pupils. The nature of the work carried out on the preparation of this article will refer to the theoretical and practical foundations of the national colors, shown as the main source of the theory of Nasreddin Tusi in education. This is the most pressing and urgent needs of our time, taking into account both the content of education, and strong-willed education of pupils.

Key words: *education of the will, work carried out in primary school about the education of the will, stamina as a component of education will.*

В статті розглядається содержание работы, проводимой по волевому воспитанию учащихся начальных классов. Автор ссылается на теоретические и практические основы использования в воспитании национального колорита, которые показаны в качестве основного источника теории Насреддина Туси в образовании. Подчеркивается, что волевое воспитание учащихся является одной из самых насущных и актуальных проблем нашего времени.

Ключевые слова: *воспитание воли, работа, проводимая в начальных классах по воспитанию воли, выносливость как компонент воспитания воли.*

Алієва Захра. ЗМІСТ РОБОТИ З УЧНЯМИ МОЛОДШИХ КЛАСІВ, ПОВ'ЯЗАНОЇ З ВОЛЬОВИМ ВИХОВАННЯМ

У статті розглядається зміст роботи, що проводиться з вольового виховання учнів початкових класів. Автор посилається на теоретичні й практичні засади застосування у вихованні національного колориту, які показано як основне джерело теорії Насреддіна Тусі в освіті. Підкреслено, що вольове виховання учнів є однією з нагальних і актуальних проблем сьогодення.

Ключові слова: *виховання волі, робота, що проводиться в початкових класах із виховання волі, витривалість як компонент виховання волі.*

Problem statement. “Upbringing of volition” is considered the main concept of social sciences, especially for pedagogy and psychology. It is necessary to pay deep attention to the psychological basis of the word, because the second part of this conception- “volition” is studied basically in the psychology literature. It is important to learn psychological basis of this conception because in order to the reveal as a psychological concept of “volition” is needed psychological analysis. The word “volition” is pointed out like “volition”, “volitional”, “volitionally” in the “Spelling dictionary of Azerbaijan language” [4, p. 308]. It has been adopted as Azerbaijani word defining person’s mental properties, psychological characteristics.

Main material. The conceptions such as strong-willed man, strong-willed person, strong-willed sportsman, strong-willed warrior, strong-willed soldier, strong-willed intellectual, strong-willed researcher come from the word “volition” (from Latin volō - “wish, will”) and characterizes the psychological features and mental properties

and spiritual qualities of people of different professions. So the psychological characteristics which are made combining with the word “volition” characterizes the signs, spiritual qualities and the motive of several types of activities of people of different professions. According to psychologists, motives of work done by each person or people of different professions are based on their areas of activity. And action is a psychical activity which is adjusted by perceived purpose. Activity is determined by the motives of desires, interests, inclinations, wishes and any enthusiasm because it arises from certain requirements.

Psychological literature shows that the motives which instigate person to any activities are arises from his desire and wishes. So volitional qualities also arises as a result of instigating forces. The set of instigating forces contains an important part of psychical life which is called person’s motives field. Prerequisites of human’s activities while getting into contact with environment pointed out as impetus [1, p. 406].



It means that requirements which instigates to activities have specific motives. And interests appeared on the basis of those motives are considered instigating forces. These instigating forces are determined in two ways. One of them is explained as actions arisen from involuntary impulse and the other actions which arise from voluntary impulse.

Assume that one of primary school pupils is active in pedagogical process and does his homework in a certain regime. But on the contrary his school-mate doesn't obey regime. So first pupil's voluntary impulse encourage him to do his homework. The second pupil who doesn't obey regime hasn't enough will to do his homework because his actions based on involuntary impulse. So volition arises from instigating forces which is in turn arises from well-balanced consideration. Instigating forces encourage first pupil to normal activity. Weak volition causes second pupil to be passive.

According to psychology literature "...instigating forces that arise in person and encourage him to any activity have different characteristics in terms of its meaning and psychological features. This can be action resulting from involuntary impulse-reaction that is sudden reaction to received impact or delayed which based on well-balanced considerations and the net result can be imagined etc. actions can be" [1, p. 406].

Experiences and observations show that actually involuntary actions of pupils are results of unclear understandable instigating forces. There are a lot of 3 and 4 year pupils who have such psychological features and they show themselves as lazy, slovenly, helpless, tired, inactive pupils.

The 3^b class pupil called "A" which we observed at Goy-gol city school №4 named after I. Novruzov was passive than all other pupils, didn't do homework because he was more inactive and ignored participating to interactive activity. So all actions of pupil "A" were involuntary and implemented as a result of the impact of the completely inconceivable instigating forces. "The involuntary actions either completely inconceivable or not so understandable actions that are implemented as the result of the influence of the instigating forces (aim, enthusiasm etc.). This actions are considered impulsive. They have no exact plan. Fear, wonder, confusion and actions committed in affective state are examples of involuntary actions" [1, p. 407].

So, it can be concluded that pupil "A" has weak volition, in other word, his volitional activity is weak. "General Psychology" under the authorship and editorship of Petrovsky shows that "... arbitrary actions require the

perception of the aim and imagination of the operations. Volitional actions are special group of arbitrary actions. Volitional actions are conscious that are necessary for its realization that directs person towards certain purposes and it helps person to resolve problems that arise when he tries achieve his goal" [1, p. 407].

So instigating forces of pupil "A" reflect defective motives field that define appearance of his actions. The 35 class pupil called "T" which we observed at Ganja city school № 16 named after M.S. Vazeh was active compared to pupil "A", does his homework, answers questions like the most active pupil of class. It means that the system of instigating forces reflects personal motives that defines the volitional activity of pupil "T". As every man's motives field or concrete motives field are connected with his volitional activity because all his actions are adjusted with this criterion. According to psychologists "... the structure of motives field that define man's activity reflect whole personality like instigating forces system and acts like dynamic expression which shows it's essence.

Motives field is connected with human's volitional activity because instigating forces which encourage man to voluntary actions, determine character and psychological conditions for volitional acts" [1, p. 409].

In spite of this we can say that upbringing of volition created as a result of volitional activity. In pedagogical process any school's or kindergarten's teacher need determine and improve the level of volitional upbringing school pupils' especially primary school children's and lead them to volitional activity. Leading primary school pupils to volitional activity morally enriches them. People who work in this field of study need to learn scientific-pedagogical-psychological feature of this problem. Taking all this into account we can express the volitional activity as follows: volitional activity is pupils', students', trainees and whole humans' special form of activity's that adjusts their behavior, keep them away from harmful inclinations and it is also being successful with actions done with patient, restraint, resolvedly sum of achieved successes'.

Experiences and observations show that some primary school teachers have problems with adjusting pupils' volitional activities and restoring their involuntary actions. There are some reasons for it. First reason is primary school teachers' hurry while finding out pupils' personal characteristics. The second reason is primary school teachers' wrong approach to main factors which form pupils personality. That is primary school

teachers can't deeply penetrate into pupils' family. Teacher's penetration to the family helps to find pupil's genetic signs - genetic characteristics. So primary school teachers' personal observation abilities and their skills to create correct teacher-pupil relations can help them to learn pupils' volitional activities.

Unfortunately some primary class teachers can't control pupils' voluntary and involuntary impulses. Therefore pupils who are passive, without self-restrain and self-control lay obstacles for others. Primary school teachers would never have any difficulties with volitional activities if they try to teach necessary acts and movements. The correct assessment of any situation, productive ways for implementing pedagogical methods, selecting the most useful strategic line in pedagogical process can be a help for successful solution of this problem. Shouldn't forget that "... man is responsible for himself during volitional activities, controls his personal involuntary impulses and if necessary suppresses, restrains them. Manifestation of volition that is different types of volitional acts and execution of volitional movements are such type form of personality's which conscious absolutely participates here".

So instigating pupils into activities in pedagogical process raise their courteousness level. It's necessary to keep primary school pupils away from harmful inclinations and elements which prevent their physical and spiritual development. Because it helps children to reveal their high moral-spiritual qualifications. First of all it is necessary to reveal patience, endurance, persistency, restraint, resolution, responsibility qualities of primary school pupils, then develop and perfect them. A prominent personality of East Nasiraddin Tusi shows in his "Akhlag-Nasir" book that, "... patience is showing resistance to desire and wishes and being away from of desires and wishes unpleasant consequences" [3, p. 92]. It can be that N. Tusi considered patient people strong-willed.

We can say that to train children to be patient, encourages them to do works with restraint on their own activities, especially to teach them to be determined to appropriate scientific ideas is preparing them as strong-willed person. According to N. Tusi it is necessary to teach pupils to be patient, restraint, self-possessed, decisive, endurance, pride along with removing qualifications such as stupidity, imbecility, whimsy, faint-heartedness, indecisiveness, submissiveness, irritability, apathy, cruelty. In this sense it would be helpful to reveal, develop and improve components of upbringing of volition from first class to forth. In this case primary

school pupils' volitional activities normalize their manner, adjust conscious activities.

Qualifications related to volition that taught by their parents or primary school teachers make primary school pupils to be more determined. In this sense it is necessary to teach children to be patient, restraint, pride, persistent, self-possessed along with teaching them the norms of self-criticism and self-suggestion.

As you can see, each of these relationships involves a number of rules, regulations and requirements to be followed by the person and which form the basis of her life and behavior. These rules and requirements not only detail the content of moral education, but also point to a very great diversity. At all times, we recognized the tremendous role of morality in the development and formation of the person, and the more important is the problem in the system of modern education. On the moral formation of personality influenced by many social conditions and biological factors, but the main role in this process is played by educational, as the most manageable, aimed at the production of a certain kind of relationship. In the "The Republic of Azerbaijan Education Act" reads: "A modern national educational ideal is a moral, creative, competent citizen of the independent Azerbaijan, taking the country's destiny as a personal, conscious of the responsibility for its present and future, rooted in spiritual and cultural traditions of its multicultural composition" [5].

The most important goal of the modern national education and one of the priorities of the state and society is education, socio-pedagogical support, formation and development of highly moral, responsible, creative, proactive, competent citizen. The task of moral education is to social demands of society needed teachers have turned into internal stimulation personality of each child, such as duty, honor, conscience and dignity.

"The Republic of Azerbaijan Education Act" allows you to select the main results of moral education of younger schoolboys in the field of personal development [5]:

- preparedness and capacity for spiritual development and moral self-improvement, self-esteem, understanding of the meaning of his life, individual-responsible behavior;

- preparedness and the ability to realize the creative potential in the spiritual and the subject-productive activities, social and professional mobility based on moral standards, continuing education and universal spiritual and moral setup "to get better";

- Strengthening morality based on freedom, will and spirit of national traditions and the internal installation of the individual to act according to their conscience;



– formation morality as a conscious person need certain behavior based on socially accepted notions of good and evil, proper and unacceptable;

– development of conscience as a moral self-consciousness, the ability to formulate their own moral obligation to exercise moral self-control, to require ourselves to moral standards, give a moral self-esteem own and others' actions;

– adoption personality basic national values, national cultural traditions;

– preparedness and the ability to express and defend their social position to critically evaluate their own intentions, thoughts and actions;

– capacity to independent actions, and actions taken on the basis of moral choice, taking responsibility for their results, commitment and perseverance in achieving results;

– love to work, thrift, life optimism, the ability to overcome difficulties;

– awareness value of other people, the value of human life, intolerance of actions and influences that threaten the life, physical and moral health and spiritual security of the individual, the ability to counter them;

– love to independence as the ability to conscious personal, professional, civic, and other self-determination and development in conjunction with the moral responsibility of the individual to the family, society and future generations;

– strengthening faith in the future of the country, a sense of personal responsibility for the Motherland before the past, present and future generations.

Is it always volitional qualities of morality? In ethics, moral volitional qualities are considered. This has its own logic, because a tour de force of will to a greater extent due to human moral motives. Y. Talubov wrote that the will - is the active side of reason and moral sense [6]. R. Huseynzade connects the presence of a person of strong convictions, a holistic outlook and persistent belief is not just a strong-willed regulation and organization with a strong-willed person's identity. It can be concluded that one of the ways of volitional human personality is his moral education. M. Araz pointing to the importance of this moment, he writes: "... The education required (person) willed qualities organically and inextricably linked with his moral education. ... It represents a single pedagogical process in which education volitional and moral aspects of the personality are interrelated and can not proceed separately: education volitional qualities can not be accomplished without the simultaneous

education of moral personality traits; At the same time, moral education is not carried out may be volitional activity. The first part of M. Araz is in the national psychology and pedagogy axiom [7]. Such qualities as a sense of duty, the consciousness of the need to perform an action not for himself, but for the sake of others, to overcome indecision - all this indicates that the person is formed morally. It has a moral component will. It can be concluded that the expression of volitional qualities depend on the moral traits. It can be argued that one of the main tasks of the teacher is in the formation of the moral component in the development will volitional young schoolboy. In connection with this talk about the moral component of the will, which is formed together with the formation of a moral person and the person who causes the commission of moral acts that require manifestations of "will power" volitional qualities. Not only moral qualities contribute to the manifestation of "will power", but also a manifestation of "will power" provides moral behavior. F. Sadigov argued that there is a dependence on the level of moral education of the will. He believes that "knowledge and experience necessary to work above itself is not a sufficient condition for the effectiveness of this process. A necessary condition for the process of moral self-discipline is a certain level of development of the human will, "In working with younger students education" will power "should be seen not as an end in itself, but as a way of formation of the moral personality" [2]. Strong-willed personality traits are core aspects of human nature, and education should be given serious consideration. The learning activities and peer team in primary school children in the first place formed such strong-willed character traits as independence, self-reliance, perseverance, endurance, accuracy, discipline, determination, self-control, etc. Let us consider in more detail such moral-volitional qualities: – independence – generalized property of the person appearing in the initiative, critical, self-esteem and sense of personal responsibility for their actions and behavior.

The independence of the individual is related to the active work of thought, feeling and will. This relationship is two-way:

1) the development of cognitive, emotional and volitional processes – prerequisite of independent thought and action;

2) folding in the independent activity of judgment and actions reinforce and shape the ability to not only take consciously motivated acts, but also to ensure the successful implementation of the decisions taken contrary to possible difficulties;

– accuracy – the quality of the person, including a love of order, thoroughness, accuracy in cases outside neatness, diligence and organization;

– a responsibility – implemented in various forms of control over the activity of the subject from the perspective of the performance of the accepted norms and rules.

Differ external forms of control to ensure that assignment of responsibility for the results of its activity (accountability, criminal liability and so on.), and internal forms of self-regulation of its activity (sense of responsibility, sense of duty). The responsibility of the individual to society is characterized by a conscious observance of moral principles and rules of law. Responsibility as a personality trait is formed in the course of activities of the joint as a result of internalization of social values, norms and rules; - insistence - personal volitional quality, characteristic ability to overcome internal and external obstacles – aimed at steady, in spite of difficulties and obstacles, the achievement of the goal. Develops at the child on the basis of education, starting with pre-school age, the ability to follow through on the implementation of manageable tasks, willingness to make an effort to subdue the behavior of future results, and sometimes – despite the current impulses. A major role in the education of perseverance play a meaningful purpose and awareness of duty and responsibility for their work. For education persistence is not suitable case short-term, but require business performed in the long-term. Teachers and parents often require child diligence and responsibility, accuracy, independence, etc., without showing sufficient concern for the formation of these qualities. The objective of training and education should be to that during the first years of a child in school to teach him to consciously control his behavior and form he wanted for that personality traits, including the above. In the “The Republic of Azerbaijan Education Act” reads: “School age most susceptible to emotional and value, spiritual – moral development, civic education, the lack of which is difficult to fill in the following years. The experiences and lessons in childhood differs a great mental stability. Of particular importance are the successive age-transitions from preschool to school, from childhood to adolescence, from him to the youth” [5]. “The restructuring of the needs and motivations, reassessment of values, – utverzhdal F. Sadigov – is the main point in the transition from age to age” [2]. In the early school years lays the foundation for moral behavior, it is the assimilation of moral norms and rules that are beginning

to shape the moral and volitional qualities. “Each age is a qualitatively distinct stage of mental development, and is characterized by many changes, which together constitute the original structure of the child's personality at this stage of its development. In the process of historical development changed the overall social conditions in which the child develops, change the content and teaching methods, and all this can not affect the change in the age stages of development”. With the entry into the school life of the child as it opens a new era. The difference between these age preschool and school child for him? F. Sadigov said that separation from pre-school age – is parting with childlike. How to develop this idea, the other has an American psychologist, R. Byrne warns that entering the school childhood, the child falls into the less indulgent, and therefore more demanding and tough world [8]. The child has the most need to understand their relationships with teachers and peers. He needs alone meet the requirements to yourself, to what he is doing. For the first time it opens a completely new type of activity – training activity. Schooling imposes new requirements not only to the knowledge and skills of the child, but also to the quality of his personality, which are formed in the process of learning of the new nature of the relationship of the child with other people: becoming a student, he began to carry out a serious public matter. Now, his relationships with other people are largely determined by the assessment of his teaching and behavior in school.

Conclusions. As a result we can say that the formation of children's upbringing of volition by revealing the highest qualifications from an early school age can prepare them to successful life. It can encourage them to be restraint and to make right choices in their future life.

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